DOCUMENT RESUME

ED 083 705 EA 005 544

AUTHOR	Lamb, Gene
TITLE	The California Competency Based Program for Credentialing School Administrators. The Competency Based Curriculum.
PUB DATE	Oct 73
NOTE	8p.; CCBC Notebook, v3 n1 pp3-9 Oct 73
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrative Personnel; *Administrator Education; Administrator Evaluation; Administrator Role; *Credentials; Curriculum Development; *Educational Policy; Educational Programs; Internship Programs; *Performance Criteria; Skill Analysis; Standards; Task Analysis; Task Performance
IDENTIFIERS	California; *Competency

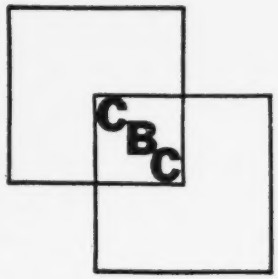
ABSTRACT

The main thrust of California's Ryan Act (1970) has been to terminate credential qualifications by verification of credit received from an institution of higher education and move towards the competency based professional preparation program where institutions are first authorized to offer such programs and then assigned the responsibility to qualify the level of competence of their candidates. Several school administrator credentials were reduced into one--the Administrative Services Credential. Three avenues have been proposed for securing the credential. This article sets out the proposed guidelines and accompanying implementation statements for two avenues, these being the approved program and the internship. (Author/WM)

FILMED FROM BEST AVAILABLE COPY

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 083705



CCBC Notebook
The Competency Based Curriculum

No. 1, Vol. 3, October 1973

The Notebook begins its third year with an expanded mission and a greatly expanded family of readers and colleagues in the developmental work entailed in competency based programs. The editorial describes some indications of this expansion and its effects.

This issue contains your "dun" notice for the new subscription year. Please help ease the record keeping by submitting your subscription payment immediately. See the blank on the last page.

The Editorial Board has been enlarged, and all readers are encouraged to contact the editors or the nearest member of the Editorial Board with 1) reports of research and development work--especially if you have developed instructional materials and have data concerning its use, 2) notes of interest, or 3) annotated references that have not appeared in the annual listing (Winter issues) of the Notebook.

This issue contains a brief editorial, a report by Gene Lamb on the California competency based program for certifying public school administrators, an article by Tom Valeski describing a competency based project for training supervisors in special education at the Rocky Mountain Region Resource Center, and the Notes of Interest section.

EA 005 544

* * * * * * * * * * *

The CCBC Notebook is a quarterly, non-profit publication that serves the Competency Based Interest Group of NCPEA. Its editors are Lloyd McCleary and Tom Brown with offices at 339 Milton Bennion Hall, University of Utah, Salt Lake City, Utah 84112. The Editorial Board members are John Brubacher, University of Connecticut; Charles Case, University of Vermont; David Erlandson, Queens College; John Greer, University of Atlanta; Gene Lamb, San Jose State University; Harold Moore, Phoenix Research Institute for Management and Education; Clarence Olsen, Chicago State University; Jerry Rasmussen, Los Angeles State University; Jack Seifert, Queens College; Samuel Silverstein, University of Atlanta; Mort Stenchever, University of Utah, School of Medicine; Ward Sybouts, University of Nebraska; Ed Van Meter, Kansas State University.

The CCBC Notebook is partially supported by CFK Ltd. Individual subscriptions are $2.00 per year and institutional subscriptions (six copies in one mailing) are $10.00 per year. Remit to the Department of Educational Administration, 339 Milton Bennion Hall, University of Utah, Salt Lake City, Utah 84112.

THE CALIFORNIA COMPETENCY BASED PROGRAM FOR CREDENTIALING SCHOOL ADMINISTRATORS

Gene Lamb, San Jose State University

The Ryan Act of 1970 has been the most comprehensive and program-shaking piece of legislation in California since the Fisher Act of the early 1960's. Its main thrust is to terminate credential qualifications by verification of credit received from an institution of higher education and move towards the competency based professional preparation program where institutions are first authorized to offer such programs and then assigned the responsibility to qualify the level of competence of their candidates. A key aspect of the bill centers upon the awarding of professional credentials on the basis of the successful completion of an examination. The bill provides three basic yet distinct avenues for receiving a credential: (a) by successfully completing the professional studies sequence through an approved program at an authorized university or college; (b) by going through an internship program at an approved institution; and (c) by successfully completing an examination in the credential area. This article is limited to the administrative service credential only.

In order to administer and control the credentialing of teachers and administrators, the Act established a twelve member Commission headed by an Executive Secretary. The Commission functionally dissolved the long standing California State Department's Bureau of Teacher Education and Certification. The profile of the Commission by law must ascribe to the following business and professional representation:

School Board Member
Private Citizen (2)
School District Administrator
School District Instructional Specialist
Elementary School Teacher (2)
University Faculty Member (3)
Secondary School Teacher (2)

The Ryan Act set forth major modifications in the preparation program for school administrators. It reduced several credentials - the Standard Supervision with endorsements in selected subject areas and the Standard Administration - into one credential, The Administrative Services Credential. This credential alone will authorize the holder to serve as a superintendent, associate superintendent, deputy superintendent, principal, assistant principal, supervisor, consultant, coordinator, or in an equivalent or intermediate level administrative position. The act actually did away with the requirement that a superintendent be credentialed--there are no degree or license requirements for the superintendency.

The administration program is competency based and, at the time of this writing, three work study proposals have been distributed for critique.

Two of the documents, the proposals for the approved program and the internship, are actually policy guideline statements which, in effect, draw program parameters for institutions. However, the documents' preface statements advise that the guidelines "should not be regarded as rigidly controlling, since diversity in approved programs is desirable and to be encouraged."

The proposed guidelines and accompanying implementation statements for these two avenues for securing the credential are illustrated in Tables I and II below.

TABLE I
Proposed Policy Guidelines
for the Approved Program

Policies

1. An approved program should provide for involvement of various populations in program development, implementation and evaluation.

   1.1 Approved programs should insure participation of:

      1.11 A Citizens Advisory Panel.
      1.12 Individual school board members, teachers, supervisors, and administrators from all levels in the geographic area served by the training institution.
      1.13 Professional organizations.
      1.14 Training institution faculty and administration.
      1.15 Members of the State Legislature.

   1.2 Participation should include:

      1.21 Setting up procedures for recruiting, screening and selection of candidates for training.
      1.22 Developing procedures to evaluate competency of candidates at several points during training, and as a necessary precondition before institutional endorsement of the trainee.
      1.23 Pooling resources of training institutions and school districts to provide for field experiences and effective utilization of school personnel in training and supervision of internships.
      1.24 Creating a monitoring and evaluation system based on measurable performance levels.
      1.25 Review of the training program to insure that it continues to reflect the reality needs of the field.

2. An approved program should develop potential administrators capable of meeting current needs in the field. To this end it is essential that recruitment, selection, and retention criteria in such a program be based on those competencies requisite to this goal. Recruitment shall include recognition of the need for racial, ethnic and other minorities.

   2.1 Recruitment/Selection: Candidates meeting the following criteria would be considered for admission:

      2.11 Intellectual ability and demonstrated academic potential.
      2.12 Institution and department admission requirements.
      2.13 Approval by institutional staff and a practicing administrator in the field.

   2.2 Retention: Retention in the program should be dependent on:

2.21 Successful completion of initial administrative field experience and satisfactory rating by institutional and school district observers.

2.22 Demonstrated progress toward competencies realted to the trainee's selected career objectives at various stages of the program as evaluated by institutional observers.

3. Approved programs need to have the status of strong institutional recommendation that can only be achieved by departmental organizations meeting high criteria:

3.1 Departments conducting approved programs should meet the following criteria:

3.11 A full-time staff with specialization in areas identified under section 4.

3.12 Institutional recognition within departmental structure.

3.13 Budget support adequate to meet the program needs specified in these policies.

3.14 Demonstrated working relationship with professional associations.

3.15 Procedures for candidate admission recommendations from field representatives.

3.16 Some members of staff have field experience in school administration.

4. Approved programs should offer candidates opportunities to develop specific competencies related to needs identified via processes suggested in Section 1.

4.1 Candidates should have opportunities to develop the following competencies:

4.11 To establish skills in all aspects of planning. Practice in task analysis, the setting of goals and objectives, and the implementing of plans related to goals should enable the candidate to gain confidence and become proficient in accomplishing such tasks.

4.12 To develop attitudes, concepts, skills and techniques leading to proficiency in effecting improvement in the educational program.

4.13 To achieve proficiency in oral and written communication. Practical experience should be provided the candidate to develop policy positions, argumentation and option in both oral and written form.

4.14 To develop an understanding of the decision making process as it relates to problem solving in the educational environment.

4.15 To develop understanding of the relationships that exist between evaluation and accountability as they relate to personnel and their effectiveness. Practical experience should be provided to enable candidates to develop competence in applying evaluation systems to personnel, program and facilities.

4.16 To achieve an understanding of research and development techniques and skills by participating in research and development projects.

4.17 To develop skills and knowledges concerning use of management tools.

4.18 To develop attitudes and skills in effective human relations.

4.19 To identify and study the social, political and economic forces affecting education, and to develop techniques for using these forces for the improvement of education.

5. Each approved program should have built into it a procedure for continuing self-evaluation of its effectiveness. This process of evaluation should lead to program revision and a continuing effort to keep the program related to current needs.

5.1 Approved programs should include:

5.11 A follow-up study of graduates.
5.12 A program of periodic conferences and surveys that will permit field administrators to identify current problems and needs re the preparation and training of administrators.

5.2 Approved programs should recognize field needs for continuous renewal and inservice education for practicing school administrators.

TABLE II
Proposed Policy Guidelines for
Internship Programs

Policies

1. The internship program for the Administrative Services Credential shall provide for cooperative relationships between school districts and institutions of higher learning that have an approved program for the Administrative Services Credential.

1.1 Internship program shall insure participation of:

1.11 Interns
1.12 Appropriate personnel within the district.
1.13 Faculty of institutions of higher learning.

1.2 Participation of institutions of higher learning and school districts should include:

1.21 Setting up of procedures for recruitment, screening, and selection of intern candidates.
1.22 Providing supplemental resources in training and supervision of interns to achieve desired competencies.
1.23 Developing cooperative evaluation for recommendation upon successful completion of internship program.
1.24 Creating a monitoring and evaluation system based on measurable performance levels.
1.25 Review of the training program to insure that it continues to reflect the needs of the field and profession.

2. An internship program shall develop administrators capable of meeting current needs in this field. To this end it is essential that recruitment, selection

and retention criteria in such a program be based on those competencies requisite to this goal. There shall be recognition of the need for diversity in administrative personnel including racial, ethnic, and other minorities.

2.1 Recruitment/Selection:

2.11 Demonstrated potential for leadership.
2.12 Demonstrated intellectual ability, demonstrated academic potential, and a minimum of three (3) years successful teaching experience.
2.13 District requirements.
2.14 Approval by district staff and institution representative.
2.15 Meet legal requirements.

2.2 Retention:

Retention in the program shall be dependent on demonstrated progress toward competencies relating to the trainee's selected caree objectives at various stages of the program as evaluated by district and institutional observers.

3. Districts and institutions conducting internship programs should have personnel and resources necessary to conduct program.

3.1 Districts conducting internship programs should provide:

3.11 Recognition of program within the school structure by providing full-time administrative positions for the interns.
3.12 Staffing and organization designed to meet program needs specified in these policies.
3.13 Budget support adequate to meet the program needs specified in these policies.

3.2 Institutions conducting internship programs shall meet the following criteria:

3.21 A full-time staff with specialization in areas identified under Section 4.
3.22 Institutional recognition within departmental structure.
3.23 Budget support adequate to meet the program needs specified in these policies.
3.24 Demonstrated working relationship with professional associations.
3.24 Some staff members with field experience in school administration.

4. Internship programs should offer candidates opportunities to develop specific competencies related to needs identified via processes suggested in Section 1, as verified by periodic evaluation procedures.

4.1 Candidates should have opportunities to develop the following competencies:

4.11 Effect improvement in the educational program.

4.111 Acquire a working knowledge of movements and trends in curriculum.
4.112 Comprehend newer developments in teaching procedures,content in subject fields.
4.113 Survey knowledge of philosophies and history of public education.
4.114 Understand organizational patterns of the public schools.
4.115 Develop attitudes, skills and techniques leading to proficiency in effecting improvement.
4.116 Identify and study the social, political, and economic forces affecting education, and to develop techniques for using these forces.

4.12 Develop an understanding of sound personnel management

4.121 Acquire a working knowledge of selection procedures and supervision and evaluation techniques.
4.122 Acquire an understanding of current public school employer-employee relations (Winton Act, collective bargaining, CEC Panels, etc.)
4.123 Develop skill in handling personnel problems, basing decisions on sound principles of personnel administration.

4.13 Develop skill and understanding in use of effective techniques in administrative leadership.

4.131 Understand human motivation and group dynamics.
4.132 Achieve proficiency in oral and written communication. Practical experience should be provided to develop policy positions, argumentation, and opinion in both oral and written form.
4.133 Develop competency in handling conflict situations and dealing with controversial issues.

4.14 Develop skill and understanding of school-community relations.

4.141 Interpret interaction with community forces, particularly with school boards, community groups and leaders.
4.142 Utilize the contributions of all concerned persons and groups in development of policy.
4.143 Understand ethnic groups and socio-economic groups including cultural patterns and contributions to society.
4.144 Possess competency in decision-making based on factual data.
4.145 Understand relations with news media and political agencies.

4.15 Achieve knowledge of governance and legal processes related to schools.

4.151 Understand organizational pattern of public school governance.
4.152 Know legal principals, statutes, and controlling case laws and be proficient in application to decisions and actions.
4.153 Have knowledge of laws related to youth conduct, contracts, liability, and tort.

4.154 Know recent federal and state laws and court cases affecting public education.

4.16 Acquire a foundational understanding of the principles and practices of public school management.

4.161 Establish skills in all aspects of planning to include practice in task analysis, the setting of goals and objectives, and the implementing of plans related to goals.

4.162 Develop skill in relating educational programs to cost factors and applying sound financial procedures.

4.163 Achieve an understanding of research and development techniques and skills by participating in research and development projects.

4.164 Develop skills and knowledge concerning use of management tools.

4.165 Achieve proficiency in evaluation techniques related to a school organization.

4.166 Acquire an understanding of sound public school budget procedures including program budgeting.

5. Each internship program should have built into it a procedure for continuing self-evaluation of its effectiveness. This process of evaluation should lead to program revision and a continuing effort to keep the program related to current needs.

5.1 Internship programs should include:

5.11 A follow-up study of interns

5.12 Review of internship program to insure that it continues to reflect the needs of the field and profession.

5.2 Internship programs should recognize field needs for continuous renewal and inservice education for practicing school administrators.

The Commission Administration Services Advisory Panel reported in late Spring of 1973 that no suitable examination exists to meet the requirements for an examination in administrative services. Therefore, the Commission has had to instigate procedures leading to the production of such an examination. An outline of the scope and content for the preparation of the examination has been developed and is awaiting approval of the Commission.

The act has made substantial changes in prerequisites for entering either a program or to qualify to take the examination. These requirements are: a) that the candidate have had three successful years of teaching experience and b) that he or she has successfully passed a multi-subjects examination or hold a multi-subject matter teaching credential.